



State Workgroup

TRS 4-year Review

Conference Call

May 2019

Members

- State Agency Courtney Arbour TWC – Workforce Development
- State Agency Reagan Miller TWC – Workforce Development / Child Care
- State Agency Julie Richards HHSC – Child Care Licensing
- State Agency Jacquie Porter Texas Education Agency – Early Learning
- State Partner April Crawford UT Health Science Center, Children’s Learning Institute
- Stakeholder/Advocate Shay Everitt Children at Risk
- Stakeholder/Advocate Kim Kofron Texas Association for the Education of Young Children
- Stakeholder/Advocate Belinda Rojas Together4Children
- Provider Michael Gonzalez Stafford, Gulf Coast Kids R Kids
- Provider Bea Vargas El Paso, Borderplex El Papalote
- Provider Murriel Webb Dallas, Dallas Co Braswell CDC
- Provider Jill Goodrich Amarillo, Panhandle Opportunity School
- Provider Sheila Mathews Austin, Capital Area Open Door East School
- Provider Rahima Bahalim Houston, Gulf Coast Super Kid’s Academy
- Provider Carolyn Griffin Texarkana, Northeast Grace Place CDC
- Provider Lower Rio
- Board Anthony Billings Heart of Texas Workforce Solutions
- Board Mary Ross West Central Workforce Solutions
- Board Judy McDonald Tarrant County Workforce Solutions

Timeline

Texas Rising Star Guidelines 4 Year Review Timeline 2019-2020

ACTION	DATE
Workgroup	
Establish Workgroup	May 2019
CLI Strengthen TRS Initial Report Due	May 2019
Workgroup Conference Call	May 24, 2019 10:00am
8 Boards Convene Local Providers to Solicit Input – Heart of Texas, West Central, Tarrant County, Lower Rio, Coastal Bend, Gulf Coast, Rural Capital, Texoma	June 2019
Workgroup Convenes in Austin to Provide Input	July 23, 2019 10:00am
CLI Strengthen TRS Final Report Due	August 2019
Workgroup Convenes in Austin to Provide Input on Final Recommendations	October 2019
Commission Action on Draft Guidelines	
Commission Action-Approval	January 14, 2020
Input on Guidelines	
5 Regional Discussions/Input on draft guidelines – Capital Area, Dallas, Gulf Coast, Lower Rio, Borderplex <i>*Open to the public, as required by TWC rule.</i>	February 2020
Commission Action on Final TRS Recommendations	
Commission Action-Approval	April 7, 2020
Implementation	
Develop TRS Staff Training, identify dates for trainings/webinars, identify effective dates and implementation plans	April - September 2020

Regional Focus Groups



CLI Study Summary

Strengthening Texas Rising Star Implementation Study

TWC funded a study to strengthen implementation of TRS to ensure consistency and accuracy in ratings across the state:

1. Analysis of the validity and reliability of the TRS assessment tool
2. Development of assessor/mentor certification program and ongoing reliability monitoring framework
3. Delivery of specialized TRS technical assistance (remote coaching) to inform quality improvement plans

Preliminary Data Collection Summary

- Recruited a balance of sites across socio-economic status in the greater Houston and Dallas areas
- Classrooms assessed:
 - Infant classrooms: 136
 - Toddler classrooms: 204
 - Preschool classrooms: 207
 - School Aged classrooms: 100

Recommendations Summary

Adjusting category weights

Improving the accuracy of scores

Strengthening quality improvement plans

Recommendation 1: Adjusting Category Weights



Less Related to Outcomes

Category 1

Category 5

(Measures related to qualifications and written program policies)



Category 3

Category 4

(Measures related to physical environments, materials, and curriculum)



More Related to Outcomes

Category 2

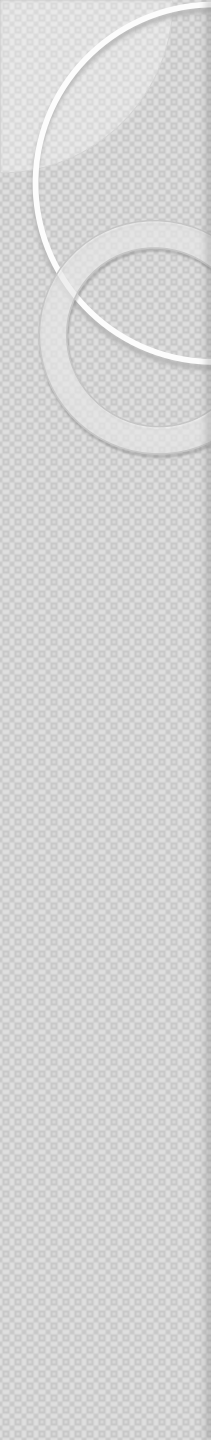
Category 3, IFAL

(Measures capturing interactions between caregivers and children)

Outcomes

High quality experiences for children receiving public support

- Social and emotional development
- Oral language skills
- Early literacy skills
- Mathematics



Recommendation 2: Improving the Accuracy of Scores

The 3 indicators of reliability:

- Internal consistency (do the items within the same categories and sub-categories measure the same concepts)
- Inter-rater agreement (two people scoring side-by-side)
- Generalizability coefficient (does the team of raters draw similar conclusions, accounting for differences across the raters and sites assessed)

Key Findings that Inform Recommendations: Category 1

- Many of the key elements required for Category 1 could be scored using TECPDS individual profile reports of staff qualifications and training
- Several indicators within Category 1 items are difficult to consistently capture based on typical personnel files:
 - Years of experience within a TRS or TRS-recognized nationally accredited center
 - Years of experience within licensed or registered child care facility
 - Current job status (e.g., difficult to track transitions between full time, part time, substitute, volunteer)



Improving the Accuracy of Scores Category 1

Category would be strengthened by:

- Removal of measure-level criteria that are inconsistently captured and available for review
- Increasing integrity of Category 1 scores by relying on TECPDS individual profile reports to reduce scoring errors and ensure authenticity of documents related to staff qualifications and training



Key Findings that Inform Recommendations: Category 2

- With rigorous training, assessment team was able to reach reliability on all items
- Items are strong in all three indicators of reliability
- The study was able to identify alternate scoring that results in greater reliability for frequency-based items (i.e., counts of behaviors)
- The study was able to identify alternate scoring for classroom ratio that is a more meaningful reflection of quality

Improving the Accuracy of Scores

Category 2

Category would be strengthened by changing how some of the items are scored:

- The study was able to identify alternate scoring that results in greater reliability for frequency-based items (i.e., counts of behaviors):
 - For example, instead of counting the number of times a caregiver does X, base their score on the caregiver's style across different settings (e.g., meal time, structured or unstructured activities).
- The study was able to identify alternate scoring for classroom ratio (e.g., using actual ratio rather than current points system based on enrolled children)

Key Findings that Inform Recommendations: Category 3

- Instructional formats and approaches to learning items are strong across all three indicators of reliability
- Lesson planning items as currently written are not providing a strong measure of curriculum (with the exception of preschool)
- The ratings system for lesson planning and curriculum does not capture a wide enough range of quality
- The special needs and respecting diversity items are too often excluded by assessors to reflect quality in these areas

Improving the Accuracy of Scores: Category 3

- Category items are not providing a strong measure of curriculum as currently written, with the exception of *Instructional Formats and Approaches to Learning*
- Category would be strengthened by removing or rewriting items:
 - Recommend to remove lesson plans items for infant, toddler, and afterschool. Preschool items could be retained for further analysis, if desired.
 - Recommend to remove planning for special needs and respecting diversity items. The special needs and respecting diversity items are too often excluded to reflect quality in these areas.
- *Lesson Plans and Planning for Special Needs and Diversity* may be best addressed through quality improvement activities and monitoring



Key Findings that Inform Recommendations: Category 4

- The ratings system for nutrition does not capture a wide enough range of quality and contains too few items to be able to fully assess reliability
- Indoor learning environment items (across all ages) shows acceptable reliability
- Outdoor learning environment items shows acceptable reliability for all ages except infants



Improving the Accuracy of Scores: Category 4

- Category would be strengthened by removing or rewriting items related to nutrition
- Recommend minor adjustments to *Outdoor Learning Environment* items



Key Findings that Inform Recommendations: Category 5

- Measures are typically scored at the extreme high or low score
- Several of the indicators do not involve objective review of evidence, such as documents or observed behavior, and rely too heavily on self-report



Improving the Accuracy of Scores: Category 5

- Category would be strengthened by adjusting the weight of this category within the overall star rating



Key Findings that Inform System-Level Recommendations


Study data does not support
automatic 4-star ratings for
nationally accredited programs

- Of the certified providers assessed through the study, none were scored at a 4-star level



System-Level Recommendation: Improving the Accuracy of Scores

- Revising procedures for automatic certification of nationally accredited providers to observe caregiver-child interactions and instructional formats prior to certification
- Recommend a rigorous training and reliability monitoring process to ensure accurate star rating across the state



Recommendation 3: Strengthening Quality Improvement Plans

Recommend establishing a quality improvement framework that ensures providers receive targeted technical assistance and professional development in alignment with their current star ratings:

- Provide public-facing overviews, video exemplars, and sample documents of TRS standards on the TRS website to familiarize providers with the guidelines for certification
- Automate CLI Engage course and lesson recommendations within TRS provider reports
- Train and support TRS mentors to implement the quality improvement framework using a continuous improvement approach

TRS Review Guide

4 Topic Attachments

- Provider Screening Form (with Resources)
- National Accreditation
- TRS Measures (Categories)
- TRS Processes

Sample Attachment

Attachment 2: National Accreditation

Using the template below review the proposed changes to National Accreditation providers and processes.

NATIONAL ACCREDITATION PROCESSES

Current Process or Guidance	Proposed Change	Agree to change?	Concerns	Questions	Suggestions to modify
Head Start facilities are not recognized as TRS	Allow Early Head Start / Head Start facilities to be recognized in the same manner as DoD facilities are	Yes/No			
Nationally Accredited facilities are automatically 4-star (pending screening form compliance)	Nationally accredited facilities receive a modified initial assessment (categories 2 and 4) to determine star level	Yes/No			

Place any additional national accreditation processes below your focus group would like to be considered.

ADD NATIONAL ACCREDITATION PROCESSES

Process to be added	Benefits	Concerns	Questions

Resources

CLI Project
Summary,
Compiled
Regional
Focus
Group
Summary

TRS
Guidelines,
All Ages
CARF,
All
Facilities
FARF

Quick
Reference
materials



Upcoming Meeting

July 23rd
starting at
10 am

Location:
Texas Workforce Commission
101 E. 15th Street
Austin, TX 78701